

Creating an anti-racism institution: a model for progression

Guidance document

What is the model?

The model is a framework for measuring King's progress towards becoming an anti-racist institution, as well as to guide its work. It is based on our [Race Equality Action Plan](#) and has been wisely consulted on.

The model presents indicators for each theme at five different levels: absent, basic, reactive, proactive and highly developed. Indicators represent tangible actions and/or observable traits so that it is clear when they are being demonstrated.

King's strives to be highly developed in this space and so the "basic" indicators should be seen as starting points. "Inactive" indicators show a level below the minimum standard expected, which can be due to a number of reasons (e.g. ignorance, resistance, etc). Indicators have been allocated levels based on King's environmental context, for example, most 'Highly developed' indicators refer to activity that King's has little to no precedent of.

How should the model be used?

The model can be used at various levels, from individual departments to King's as an institution. It is possible for an area (e.g. an individual faculty) to be at a different stage of maturity to King's as an organisation. Given the scope of the model, it is not intended to monitor the progress of individuals, as they are unlikely to have control over every area referenced.

The model can be used to:

- Evaluate progress (or maturity) in the context of race equality
- Identify priority areas of work
- Shape race equality (or EDI) strategies and action plans

We acknowledge that a "one size fits all" approach won't work, and that teams are the experts of their local area. If King's (or an area of King's) identifies a more appropriate way of delivering one of the indicators, then they are encouraged to try it.

Where appropriate, responsibility for actions should sit with the individual/team whose remit under which they fall.

Example A

A faculty used the model to measure their progress and identified three areas as 'basic'. In order to improve in these areas, they included indicators from the 'reactive' and 'proactive' columns in their EDI action plan

Example B

A directorate within professional services wants to develop their anti-racist capability. They use the model to identify a need to promote King's-wide training opportunities amongst their staff. They work with their communications team to develop a plan for doing so and evaluate its effectiveness in six months' time

Evaluation

Interventions in this space should be evidence based, however, we often need to trial or pilot something before we can conclude whether it has the intended effect. This model was built on our [Race Equality Action Plan](#), which is evidence based, as well as qualitative and quantitative data, however any new interventions should be evaluated to ensure they work.

Where can I get advice on using the model?

The following pages provide guidance and examples for each indicator, however, please contact diversity@kcl.ac.uk if you have any questions.

Explanation of indicators

Leadership and accountability for race equality

Indicator	REAP objective(s)	Guidance	Examples
Leadership commitment to race equality	1.2.1, 1.2.2	<p>King's staff and students should trust that King's leadership see race equality as a priority and have confidence that they are both well-informed about, and taking action to address, structural inequalities. Leadership teams (of King's, faculties, directorates or departments) should consider what they can do within their sphere of responsibility to progress race equality.</p> <p>It is also important to note that, whilst we often talk about leadership in terms of positional power, people can be leaders outside of their job role (e.g. within a staff network).</p>	<p>Basic: Some members of a faculty executive team attend EDI Conversations and Foundations training</p> <p>Reactive: During Black History Month, University Executive release a statement outlining King's commitment to being an anti-racist university</p> <p>Proactive: Professional Services Executive fund a bespoke microaggression training session for their next away day</p> <p>Highly developed: A faculty develop an EDI action plan, which is signed off (and promoted) by faculty executive</p>
Clear accountability for race equality	1.1.1, 1.1.2, 1.1.3, 1.3.1, 1.3.2, 1.3.3, 1.5.1, 1.8.1, 1.9.1, 1.11.1	<p>All parts of King's should have clear targets for tackling racism with actions embedded into work plans as opposed to being seen as an 'add on'.</p> <p>Time should be allocated to race equality work so that people aren't</p>	<p>Basic: A faculty asks for volunteers to develop an action plan to tackle racism</p> <p>Reactive: A faculty measures progress by comparing itself against the EDI KPIs (Key Performance Indicators) outlined in King's balanced scorecard</p>

		expected to undertake it outside of their working hours.	<p>Proactive: A faculty measures progress by comparing itself against the EDI KPIs outlined in King's balanced scorecard and has a schedule for reporting on progress to Faculty Executive</p> <p>Highly developed: A faculty develops race equality KPIs by evaluating demographic data and data from staff and student satisfaction surveys</p>
Governance structure that supports race equality activity	1.2.1, 1.4.1	<p>Effective governance facilitates progress around race equality, providing a clear route to decision makers.</p> <p>Any committee or group set up to progress race equality should be part of King's wider governance so that there is a clear escalation point.</p> <p>You can find out about King's EDI governance on our website.</p>	<p>Basic: Race equality is occasionally added to the agenda for departmental meetings</p> <p>Reactive: There is a faculty race equality group however it does not report into any other committee</p> <p>Proactive: There is a faculty race equality group that occasionally feeds into the faculty EDI committee</p> <p>Highly developed: Progress against King's Race Equality Action Plan is regularly reported at Professional Services Executive</p>

Developing anti-racism capability

Indicator	REAP objective(s)	Guidance	Examples
Race equality training and development opportunities available for all staff and students	2.3.1, 2.3.3, 2.3.4	<p>Education is a key component of tackling racism. It should be accessible and engaging for staff and students of all ethnicities. Anti-racism training should also be seen as a core part of the curriculum/a job requirement.</p> <p>You can find out about the training opportunities at King's on the EDI webpages and the Organisation Development webpages. You can also access guidance and resources, including a race equality allyship toolkit</p>	<p>Basic: The King's website outlines the EDI training available for staff and students</p> <p>Reactive: There's a communications campaign to increase EDI Conversations and Foundations attendance, targeted at departments with a low uptake</p> <p>Proactive: A faculty identifies a training need amongst its staff team and funds additional, bespoke EDI Conversations and Foundations training sessions</p>

			Highly developed: A directorate mandates that all new starters attend microaggression training within their first six months
Data is utilised to monitor progress and identify actions	2.4.1, 2.5.1, 2.6.1	Data should be used to inform interventions, understand progress and plan ahead. You can find out how to use Power BI to access data by watching this introductory video . A lot of the data available presents ethnicity as Black and Minority Ethnic (BME) or White. Whilst this provides some insight, it can be limited and so we encourage further breakdown by ethnicity (as well as other protected characteristics) where possible. When accessing and presenting data it is important to adhere to King's data protection policy .	<p>Basic: Data outlining the proportion of BME/White staff and students is taken to a departmental meeting</p> <p>Reactive: A 6-way ethnicity breakdown of staff and students in a faculty is presented at its EDI committee and compared to its KPIs (key performance indicators)</p> <p>Proactive: A 6-way ethnicity breakdown and gender breakdown of staff and students in a faculty is presented to the group responsible for writing its EDI action plan</p> <p>Highly developed: A faculty runs a staff satisfaction survey and sets up a working group to action plan based on its findings</p>
The student voice is represented during race equality discussion and decision-making processes	2.7.3	King's should work in partnership with students to ensure actions take into consideration their needs and views. This can involve drawing on existing feedback, such as National Student Survey (NSS) results (available via Power BI), or consulting with students directly on a specific matter. A key stakeholder when consulting with students is KCLSU .	<p>Basic: King's is updating its external speakers policy and invites KCLSU to the meeting where it is due to be signed off</p> <p>Reactive: King's identifies the policies that have a direct impact on students and plans a consultation stage into their review timeline</p> <p>Proactive: A working group is set up to review King's NSS results and to action plan, with a particular focus on differential experiences based on protected characteristics</p> <p>Highly developed: King's pays students to attend a focus group about its Bullying & Harassment policy. Participants are selected in order to include a range of ethnicities</p>

Attracting, appointing and investing in diverse talent

Indicator	REAP objective(s)	Guidance	Examples
Recruitment processes are inclusive and designed to attract a diverse range of candidates	3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.3.3	All recruitment should be fair and inclusive, however bespoke interventions may also be required to address areas with low proportions of staff from underrepresented groups. You can find out how to access HR data via the People Data & Analytics team and those involved in recruitment should sign up for EDI Conversations and Foundations training via SkillsForge .	<p>Basic: A faculty develops wording for all job adverts that states they welcome applicants from underrepresented backgrounds</p> <p>Reactive: As part of their recruitment process, a faculty reviews its job description to ensure the criteria are still appropriate</p> <p>Proactive: A faculty identifies its roles that don't attract a diverse range of candidates and reviews where they are advertised</p> <p>Highly developed: A faculty decides to pilot the Rooney rule for roles where diversity is lost at the shortlisting stage</p>
Increased representation of staff from Minoritised Ethnic groups at all levels of the organisation	3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.5.1, 3.6.1, 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.8.1, 3.8.2, 3.8.1, 3.9.2	Available data show that the proportion of Black and Minority Ethnic staff is increasing year on year, however it decreases with seniority. It is also important to look at more granular data, as this grouping can limit our understanding of staff diversity at King's	<p>Basic: A faculty uses the balanced scorecard app to evaluate its progress</p> <p>Reactive: Departmental demographic data is used to identify areas where interventions are needed within a faculty/directorate</p> <p>Proactive: A faculty targets underrepresented groups with development opportunities</p> <p>Highly developed: A faculty identifies roles that have struggled to recruit someone from a minoritised background and ensures their interview panels include at least one external member</p>
All staff feel able to progress internally and diverse talent is retained	3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.5.1, 3.6.1, 3.7.1, 3.7.2, 3.7.3, 3.7.4	Low levels of diversity at senior levels needs to be addressed by retaining talent and supporting individuals to progress internally. Staff can participate in mentoring and leadership programmes at King's	Basic: A faculty includes a list of mentor schemes and development programmes in their staff newsletter

	3.8.1, 3.8.2. 3.8.1, 3.9.2	(both via EDI and OD), however it is also important to develop interventions for specific career paths (e.g. for those in health-related roles)	<p>Reactive: A faculty funds a place on one of King's leadership programmes, StellarHE</p> <p>Proactive: A faculty funds a place on one of King's leadership programmes, StellarHE, ring fencing it for a department that has the lowest proportion of Black members of staff</p> <p>Highly developed: A faculty funds specialist career advice for research support staff from underrepresented ethnic groups</p>
--	-------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Sensitively discussing race and racism

Indicator	REAP objective(s)	Guidance	Examples
Race equality and tackling racism is discussed across all ethnicities	4.1.1, 4.1.2, 4.3.3, 4.5.1	Race and racism are complex, sensitive topics however must be discussed by people of all ethnicities. One opportunity is through Conversations about Race and another is through the curriculum; there are various ways this can be done, and academics have the autonomy to decide what this should look like.	<p>Basic: A faculty includes information about Conversations about Race on its website</p> <p>Reactive: A faculty develops and implements a communications plan to encourage uptake of Conversations about Race</p> <p>Proactive: Health faculties collaborate to organise a conference on tackling racism in health care</p> <p>Highly developed: A department pilots "King's Colonial Past" as a compulsory module for all its Undergraduate students</p>
The perception of King's is diversified	4.1.3, 4.1.4	All staff and students should feel a sense of belonging at King's. The image King's portrays should represent the diversity of our community. King's has recently added profiles of Black alumni to King's notable alumni page , which can be used to influence your work,	<p>Basic: King's invites one of their Black alumni to speak at an event for Black History Month</p> <p>Reactive: King's holds a monthly event highlighting the achievements of Black researchers</p>

		from naming rooms to inviting guest speakers	<p>Proactive: King's names a new building after one of their Black alumni and creates a poster display outlining their achievements</p> <p>Highly developed: A faculty creates a scholarship for underrepresented ethnic groups, named after one of their Black alumni</p>
History months and awareness days are engaged with	4.3.1, 4.3.2, 4.4.1	History months and awareness days (e.g. Black History Month) provide an opportunity to celebrate racial diversity and educate people on racial discrimination. An intersectional approach should be strived for (e.g. celebrating the achievements of Black woman for International Women's Day) and activities should not be limited to these dates	<p>Basic: A faculty includes a list of King's-wide events for Black History Month in their staff newsletter</p> <p>Reactive: A faculty plans a series of activities for Black History Month</p> <p>Proactive: As part of its Black History Month celebrations, a faculty plans an event that highlights the achievements of Black disabled academics</p> <p>Highly developed: A faculty develops a communications plan to highlight the achievements of Black researchers throughout the year. They hold a launch event during Black History Month</p>

Building a culture of inclusion and tackling microaggressions

Indicator	REAP objective(s)	Guidance	Examples
Staff and students understand the behavioural expectations at King's and know how to disclose an incident of bullying or harassment	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1,	<p>In order to tackle racism, King's must demonstrate a zero-tolerance approach at all levels of the organisation and ensure those who do raise a concern are supported. Report + Support is a mechanism to report incidents, seek support or find out more about the process.</p> <p>Microaggression training is available to all staff.</p>	<p>Basic: King's publishes information about reporting bullying, harassment or discrimination on its website</p> <p>Reactive: King's mandates everyone who has a role in investigating instances of bullying, harassment or discrimination to attend microaggression training</p> <p>Proactive: A directorate includes training on dealing with disclosures in its induction for student-facing staff</p>

			Highly developed: A directorate blocks out time for all staff members to attend active bystander training, which draws on relevant case studies and King's policies
Data is used to build a picture of trends relating to incidents of racial discrimination and microaggressions		Understanding the prevalence and patterns of racial discrimination will better equip us to address it. Faculties and directorates will have access to Report + Support data (your Director of Operations is your first point of contact if you want to access this)	<p>Basic: King's reports on data from Report + Support on an ad hoc basis</p> <p>Reactive: King's has a reporting schedule for Report + Support data</p> <p>Proactive: Faculties receive Report + Support data specific to their area</p> <p>Highly developed: King's collates feedback from users of Report + Support to identify areas of improvement</p>
Action is taken in response to incidents of bullying, harassment or discrimination	5.1.1, 5.1.2, 5.1.4	Timely action must be taken in response to incidents of bullying, harassment and discrimination. Where possible, this should be communicated to the victim survivor in order to send a clear message that it has been taken seriously. UUK has guidance on data sharing in harassment cases	<p>Basic: King's bullying & harassment policy has a section on potential outcomes</p> <p>Reactive: Those who report bullying, harassment or discrimination receive an update on the outcome of their case</p> <p>Proactive: King's bullying & harassment policy has a section on potential outcomes that provides specific examples for different scenarios</p> <p>Highly developed: A faculty incorporates anonymous case studies into training for all new starters</p>

Inclusive education and closing attainment gaps

Indicator	REAP objective(s)	Guidance	Examples
Delivery of an inclusive co-created curriculum	6.1.1, 6.2.1, 6.3.1, 6.3.2,	The <i>Inclusive Education at King's Strategic Action Plan 2022-26</i> states: <i>"Inclusive Education is fundamental to student success. It empowers and</i>	Basic: A department sends regular reminders to students that they can request reasonable adjustments

		<p><i>enables students for academic and lifelong success by creating an environment where everyone has equal opportunity to engage, progress and succeed. It fosters innovation and transformation to make King's a world-class teaching and research institution at the forefront of delivering a high-quality education, and it centres the student experience at the heart of our structures, systems and policies."</i></p> <p>You can access support to create an inclusive learning experience through King's Academy and the Inclusive Education Network. You may also find the cultural competency web pages helpful</p> <p>It is important to note that minoritised groups also include indigenous people</p>	<p>Reactive: A department puts on a series of training sessions on inclusive teaching</p> <p>Proactive: A department invites students to input into the designing of their reading list</p> <p>Highly developed: A programme provides students with a choice of two different assessment formats (both testing the same learning outcomes)</p>
Students are confident in the support offered to them by professional services teams and academic support	6.1.2	<p>Tailored student support is integral to the student experience. Personal Tutors are a key source of support, and they can access training via KEATS. Students won't always approach those in a support role and so it's important that other members of staff are also equipped to provide initial signposting. You can find out about the training opportunities at King's on the EDI webpages and the Organisation Development pages.</p> <p>Further sources of support for students can be found via this article and via the Disability Support & Inclusion pages.</p>	<p>Basic: Details of optional training opportunities are included in the Personal Tutor newsletter</p> <p>Reactive: A faculty sets up an academic mentoring scheme across different years of study</p> <p>Proactive: A faculty arranges Call Me By My Name (CMBMN) training for all student-facing staff to help ensure correct name pronunciation</p> <p>Highly developed: A faculty holds paid focus groups to understand more about the support students receive from their Personal Tutors. This informs action planning</p>
Data on BME attainment and student experience informs interventions	6.8.1, 6.8.2, 6.8.4, 6.8.5, 6.10.1	<p>Using data means we can be evidence-led in our decisions. Data should result in interventions rather than just being collected for information.</p> <p>Staff can use Student Awards Power Bi dashboards compare awards</p>	<p>Basic: A Student Experience Manager refers to BME attainment gap data in a paper they are bringing to their faculty's EDI committee</p> <p>Reactive: Attainment gap data, broken down by ethnicity, department and</p>

		<p>based on ethnicity. A more detailed analysis of outcomes and the different factors that predict attainment, with a specific focus on ethnicity, can be found here: Attainment report.</p>	<p>programme, is presented at a faculty's EDI committee</p> <p>Proactive: Attainment gap data, broken down by ethnicity, department, programme and mode of assessment, is presented at a faculty's assessment board</p> <p>Highly developed: Departments are given funding to trial interventions aimed at closing their attainment gaps</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------